

Tombstone High Vocational Department



BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES (BMAS)

FEASIBILITY SURVEY REPORT

Demographics of Tombstone School District:

Tombstone Unified School District #1 is a small rural school district with limited growth. Tombstone is in southeastern Arizona in Cochise County. The school district area covers the towns of Tombstone, Huachuca City, and the unincorporated area of Whetstone. Most of the businesses in the area are sole proprietorships with a few partnerships and corporations. Many of the parents work for the mom and pop stores (sole proprietorships) or the Ft. Huachuca Army Post that is located outside of the school district.

Because of the limited income of the area, over 60% of our students take part in free or the reduced lunch program. Also, with the lack of a major industry in the district, there are not many jobs available for students in school and those who graduate from Tombstone High. Most students that are still in high school have to attain jobs in Sierra Vista and those who graduate usually leave the area entirely.

General Information on Surveys:

Three surveys were produced to see if there was a need for BMAS. The first survey was the Student Interest Survey that was given just to the students in Mr. Cox and Mr. Spain's classes. Since we have 45% of the students at the high school in our classes. The second survey was the Parent/Guardian Survey that was given to the students in Mr. Cox's and Mr. Spain's classes to take home to their parents. The final survey was the Community Questionnaire that was handed out directly to the businesses within the community. Approximately 75% of all of the businesses in the area received a survey. An example of each survey is attached to this report. Please follow the survey that pertains to the results that you are reading.

Student Survey Results:

We have a total of 310 students in our high school. We handed out 139 Student Surveys in our business classes, which is 45% of the total enrollment of our school. All of the 139 students only have one business class this semester. Out of 139 surveys handed out, we received 90 of them back or approximately 65%. Although, we did originally received 97 of the surveys back. We had to throw out 7 of them because most of the questions were unanswered or students put fake names on the survey. Out of those 90 that responded 58 were boys, 42 were girls, 32 were in the 9th grade, 34 were in the 10th, 18 were in the 11th, and 16 were in the 12th grade.

Forty-four % of the students that responded said that they were planning on a career in business or that they were just interested in business. While 43% said they were not interested in a career in business. Another 13% did not give any response.

ATTACHMENT B

Twenty-five % said were not going to attain any further education, 14% were going into the military, and 2% were doing other (modeling or music). Fifty-three % who said that they were going to college 22% said they would be a business major while 24% said that they will be a non-business major and 54% did not respond either way.

Nineteen % of the students said that they work an average of 18.5 hours.

In the final segment of the questionnaire the students were asked what classes they would like to see added to the Business Department curriculum. In order of importance, the students picked Accounting-29%, Business Management-27%, Business Law-26%, Marketing-25%, Merchandising-20%, Business Math-19%, Personal Selling-17%, International Business-16%, Business Information-15%, Business Economics-12%, Record Keeping-11%, and Business English-7%.

Parent/Guardian Survey:

Out of 139 surveys sent home with students, we only received 44 (34%) of the surveys came back from the parents. Extra credit was given to all students who brought back the survey.

In the first question on the survey to the parents, the questions were asked: "Where did their child hear about the program?" Forty-eight % said that they heard about it from the councilor, 27% heard about it through the eighth grade presentation, and 14% heard about it through fellow students or siblings.

Eighty-four % of the parents said that their children enjoyed the class. Eighty-six % of the parents thought that the program adequately prepared their children for a career in business. Only 43% of the parents thought this program help them to prepare for a career that their child wants and 64% of the parents were satisfied with their children's academic performance.

The parents believed that 23% of their children would only finish high school, 27% believed that their children would at least go to a trade school, and 50% thought that their children would go on to college.

Sixty-six % believe that our program will help their students to get a job in business.

Thirty-four % of the parents would like to see Accounting added to the Business Department, 29% of the parents wanted Marketing or Sales, 19% wanted Business Law, and 18% gave no answer.

Sixty-six % said that they would not or couldn't support the Business Department or FBLA, 14% did say they would help chaperone field trips, and 7% said that they would be guest speakers. Only 7% of the were FBLA Alumni and only 34% would be interested in receiving information on membership into FBLA.

Community Questionnaire:

There was a total of 80 Community Questionnaires (about 75% of all of the businesses in the area) given out by our Vocational Director Charlie Smith. He personally went back out and picked the surveys up from the businesses. That is why we had 53 surveys returned to us. Which is 66% of the surveys that were distributed to the businesses. The percentages used, reflects the Extremely Important and the Important added together

Sixty % of the businesses surveyed did not any affiliation with the school in the past. While 25% of the businesses did have a child go to the school in the past and 15% have a child in the school at the present time.

The percentages used, reflects only the Extremely Important and the Important added together.

1. Ninety-nine %, of the businesses, thought the lowering of the school drop out rate was Extremely Important or Important.
2. Ninety-eight %, of the businesses, thought the adding of college courses that meet university requirements was Important or Extremely Important.
3. Ninety-six %, of the businesses, said it was Extremely Important or Important that students add course options to help students to be gainfully employed after leaving high school.
4. Eighty-five % said that they would like to see the student's interest included in the designing of curriculum.
5. Ninety-two % said we should offer curriculum that gives students options of postsecondary education.
6. Ninety-six % want us to apply real world situations to academics.
7. Eighty-nine %, also, want academics to be continued in the classroom.
8. Eighty-seven % want business courses to reflect real life situations.
9. Eighty-three % want us to offer Management classes.
10. Eighty-Nine % want us to offer Information Technology.
11. Only 57% want us to offer Law Enforcement.
12. Seventy-five % want us to offer Visual Communications.
13. Ninety-six % want us to continue to study English and Writing
14. Sixty-Eight % want us to study Marketing.
15. Only 49% wanted us to add Welding to our curriculum.

Findings of the Survey (Conclusion):

Students: I believe that there is enough interest from the student surveys to initiate the Business Management Administrative Services program at Tombstone High School. Especially, since, 73% of all students polled in this survey were Freshman or Sophomores. Who, for the most part, do not know yet what they want. Therefore, I was pleasantly surprised that almost ½ (44%) of the students either plan a career in business or are interested in business and that 25% of them are going directly to work after high school. Also, 22% of those who were going on to college want to be business majors. However, I must note that only 46% of students actually marked in the space asking whether they were going to be a business major or a non-business major.

Also, 19%, of the students, work an average of 18.5 hours a week and most of the jobs were business related. Finally, when asked to circle courses that they would like to see added to the Business Department, the top five courses requested were Accounting, Business Management, Business Law, Marketing, and Merchandising. All students will receive exposure to all five of the courses most requested in the BMAS program.

Parents/Guardians: I believe that we are on the right track, according to the parents. They seem to overwhelmingly like the job that we are doing in our Business Department. With 86% of the parents believing that their children are being adequately prepared for a career in business. But, as far as the need for a change to the BMAS program, 66% of the parents believe that their children will attain a business related job. Also, 34% of parents wanted to see Accounting course added to the curriculum, 27% wanted Marketing or Sales, and 18% wanted Business Law. While only 20% wanted other courses or none at all. The BMAS program wills their children exposure in these courses that the parents would like to see added to our curriculum.

Community: The community has a strong interest in the business department providing course options so students can be gainfully employed upon graduation and in working with actual business simulations. They are, also, strongly interested in the students learning Accounting, Business Management, Information Technology, and Marketing. The BMAS program has components of all the courses mentioned and most of the courses use business simulations

Overall, I believe that the students, parents, and the community want to see us make some changes in the curriculum that we are offering. We have had a successful Administrative Service program and I believe because of the results of these surveys and our staff that we will have a successful Business Management and Administrative Services program.

Tombstone High Vocational Department



Parent/Guardian Survey

Parents: Our business department would like your input evaluating our program. If you would like to provide additional comments, please write them on the back of this form or include them on a separate page. We welcome all comments and will consider each suggestion carefully. We want to meet your needs for improved educational opportunities.

1. How did your child learn about the program? (Check all that apply.)

☐ Guidance Counselor ☐ Fellow Student or Sibling ☐ FBLA
☐ 8th grade Presentation ☐ Promotional Material ☐ Parent/Guardian
☐ Other: List _____

2. Does your child enjoy his/her business class? ☐ Yes ☐ No

If "No" why does your child not enjoy the class?

3. Do you feel your child is being adequately prepared for a career through involvement in this program?

☐ Yes ☐ No

4. Has this program prepared your child for the career she/he wants to pursue? ☐ Yes ☐ No

5. Are you satisfied with your child's academic performance? ☐ Yes ☐ No

6. What is the highest level of education you have completed?

☐ K-6 ☐ Junior High ☐ High School ☐ Trade/Technical School ☐ College

7. What level of education does your child plan to complete?

☐ High School ☐ Trade/Technical School ☐ College

8. Do you believe that this program will help your child in attaining a job in business? ☐ Yes ☐ No

9. What courses would you like to see added to the business department? _____

10. Yes, I would be interested in supporting the business education department and/or FBLA.

☐ Guest Speaker ☐ Competition Coach
☐ Chaperone on Field Trips ☐ Competition Judge
☐ Classroom Tutor ☐ Vocational Advisory Committee Member
☐ No, I am not interested

11. Are you currently an FBLA Alumni member? ☐ Yes ☐ No

If "No" would you be interested in receiving information on membership? ☐ Yes ☐ No

Tombstone High Vocational Department



Community Questionnaire

Community Member: In an effort to help determine the future direction of Vocational Education in our school district, the purpose of this questionnaire is to illicit information from the community so that appropriate curriculum and program decisions can be made.

1. Do you have a child (or children) in the Tombstone Unified School District? YES ____ NO ____
 If YES, indicate the grade level (s) ____
 If NO, have you ever had a child in Tombstone USD? YES ____ NO ____

2. Indicate how important the following statements are to you: (Check ones that apply)

EI = Extremely Important
 I = Important
 O = No Opinion
 MI = Minor Important
 NI = Not Important

	EI	I	O	MI	NI
1. Lowering the dropout rate					
2. Including courses that meet university admission requirements					
3. Providing course options so students can be gainfully employed upon graduation					
4. Including student interests when designing curriculums.					
5. Offering a curriculum that allows students the option of post secondary education					
6. Applying academics in real world situations					
7. Learning academics in classroom environments					
8. Working with and studying actual Business situations					
9. Studying Management					
10. Studying Information Technology					
11. Studying Law Enforcement					
12. Studying Visual Communications					
13. Studying English and Writing					
14. Studying Marketing					
15. Welding					

Please return by: _____ To: Tombstone High School